

**CONWAY SCHOOL DISTRICT
PROFESSIONAL EVALUATION SYSTEM**

**CONWAY ANNUAL THERAPEUTIC
SPECIALIST EVALUATION**

2011

ADOPTED 2000-2001

Revised 2003-2004

Revised 2011

**Acknowledgement of original source for the
Conway School District Professional Evaluation System**

*Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching,
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CONWAY SCHOOL DISTRICT PROFESSIONAL EVALUATION SYSTEM

CONWAY ANNUAL THERAPEUTIC SPECIALIST EVALUATION

TABLE OF CONTENTS

	Page
Introduction	2-3
Conway Professional Evaluation System Timeline	4-5
Observation Procedures & Questions and Answers	6-7
Annual Statement of Goals/Personal Plan	8
Formal Observation Form	9
Informal Observation Form	10
Appendix Form	
A Conway Annual Therapeutic Specialist Evaluation Forms	11-15
B Components of Professional Practice: Therapeutic Specialist	16-24

CONWAY SCHOOL DISTRICT PROFESSIONAL EVALUATION SYSTEM

COMMITTEE MEMBERS:

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GOALS OF THE PROFESSIONAL SYSTEM:

The Goals of the Conway District Professional Evaluation System are to:

- Improve instruction
- Encourage reflective practice
- Foster professional dialogue between teacher and supervisor
- Provide a mutually understood set of priorities focused on improvement
- Foster continuous improvement and professional growth
- Provide a mechanism for differentiating performance and awarding compensation
- Provide districtwide needs data for providing staff development

THE CONWAY ANNUAL TEACHER EVALUATION FORM (CATE)

At the core of the Professional Evaluation System is the CATE. (See Appendix A) The CATE Form is based on research about teaching and learning, and represents a credible and widely accepted set of criteria associated with effective teaching. The framework and criteria are consistent with the beliefs of the Conway educational community. The CATE instrument has four categories of criteria or domains, relating to teaching performance. They are:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Rubrics for each domain are found in Appendix B and/or in Enhancing Professional Practice, A Framework for Teaching (2nd edition) by Charlotte Danielson.

The criteria in the instructional domain are weighted double the value of the other criteria to emphasize the critical importance of this domain.

PROCEDURES FOR THE PROFESSIONAL EVALUATION SYSTEM:

A framework for the evaluation process follows, with details and timelines outlined on the **Conway Professional Evaluation System Grid** for teachers at these four levels. All placements are based on annual decisions.

- **Unsatisfactory**

Demonstrates unsatisfactory performance by achieving less than 43 percent

Makes unsatisfactory improvement on annual goals

At risk of nonrenewal

A teacher can remain unsatisfactory for up to 1 year.

- **Basic**

Demonstrates basic performance by achieving 43-59 percent

Makes significant measurable progress toward the achievement of annual goals

Faculty new to the district will typically be at Basic level

A probationary teacher can remain at the Basic level for up to 3 years.

- **Proficient**

Demonstrates proficient performance by achieving 60-84 percent

Makes significant measurable progress toward the achievement of annual goals

This is the expected level of teacher performance for most teachers

- **Distinguished**

Demonstrates distinguished performance by achieving 85-100 percent

Achieves Annual Goals

Assumes additional responsibilities which will impact the professional development of other staff

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE

DATE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
JUN 15	GOAL CONFERENCE			
JUN 30				
JUL 15				
JUL 30				
AUG 15				
AUG 30				
SEP 15		GOAL CONFERENCE		
SEP 30				
OCT 15	1 OBSERVATION DONE		GOAL CONFERENCE DONE	
OCT 30				
NOV 15				
NOV 30				
DEC 15	NEW EMPLOYEE BASELINE CATE DONE			
DEC 30				
JAN 15				
JAN 30				
FEB 15				
FEB 28				
MAR 15	ALL OBSERVATIONS DONE			
MAR 30	SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE			
APR 15	NOTIFICATION OF NON- RENEWAL BY LAW -----			
APR 30				
MAY 15				
MAY 21			SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE	

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE 6.28.01

	EVALUATION STEPS	DOCUMENTATION	SCHEDULE
UNSATISFACTORY Less than 43 percent	<p>Review goals derived from identified deficiencies</p> <p>Minimum of 2 formal observations with documentation Minimum of 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of Goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by June 15 of placement year</p> <p>1 observation by October 15 All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
BASIC 43 - 59 percent	<p>Establish goals in conference</p> <p>Minimum of 1 formal observation and 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by September 15</p> <p>At least 1 observation by October 15. All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
PROFICIENT 60 - 84 percent	<p>Establish goals in conference</p> <p>Formal and informal observations of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>
DISTINGUISHED 85 - 100 percent	<p>Establish goals in conference</p> <p>Formal and informal observation of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>

NOTE: All employees new to the district will receive a completed and signed baseline CATE by December 15

CONWAY PROFESSIONAL EVALUATION SYSTEM OBSERVATION PROCEDURES

All classroom observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher. No teacher shall receive adverse comments from any observer in the presence of the pupils.

Each teacher shall be given his/her observation report within 7 days of the observation, and shall have the opportunity to discuss such report with his/her supervisor and/or principal. After such discussions the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents. If the teacher disagrees with the evaluation or observation report, he/she may so indicate in writing within one week of receipt of the evaluation or observation report; and upon request, the written statement of disagreement shall be placed in his/her personnel file and attached to the relative documents. At the time of signing, the teacher shall be given a copy of his/her evaluation.

The forms that will be used are the **Conway School District Annual Statement of Goals/Personal Plan**, the **Conway Professional Evaluation System Formal Observation Form**, and the **Conway School District Informal Observation Form** (See Appendix C).

QUESTIONS AND ANSWERS ABOUT THE CONWAY PROFESSIONAL EVALUATION SYSTEM:

- **QUESTION: Is everyone evaluated annually in each category of each component?**

ANSWER: Yes. However, it is expected that teachers and supervisors will focus on specific evaluation evidence related to goals and improvement targets.

- **QUESTION: How are goals determined using CATE?**

ANSWER: The teacher and supervisor complete the CATE prior to the goals conference, and these forms will be used in the goal setting process.

- **QUESTION: Do all goals need to be rooted in CATE?**

ANSWER: Yes.

- **QUESTION: What type of evidence will be collected and by whom?**

ANSWER: The teacher will collect the evidence identified by the supervisor. The evidence will be decided upon at the goal setting conference. . Evidence may include formal or informal observation documentation.

- **QUESTION: Will every teacher be formally observed each year?**

ANSWER: Unsatisfactory teachers will receive a minimum of 2 formal observations and two informal observations with documentation during the year. Basic teachers will receive a minimum of 1 formal and 2 informal observations per year with documentation. For all other teachers, the number and type of evaluations and documentation will be determined at the annual goal setting conference.

- **QUESTION: How will evidence be evaluated and by whom?**

ANSWER: The supervisor will review the evidence with the teacher at the summative evaluation session, and deliver the completed CATE within the Conway Professional Evaluation System Timeline.

- **QUESTION: How is the CATE point total translated into compensation?**

ANSWER: Each teacher will be eligible for compensation based on the CATE point total in accordance with the negotiated contract.

- **QUESTION: Is there an appeal process, and if so how does it work?**

ANSWER: As per Article V-(5-3) of the CEA Agreement, “any evaluation that does not adhere to the procedures set forth in the Professional Evaluation System shall be subject to the grievance procedure with such being the issue. The judgment exercised in the evaluation, if based on accurate information, is not grieveable.” .

ANNUAL STATEMENT OF GOALS/PERSONAL PLAN

SCHOOL YEAR: _____ EXPIRATION DATE: _____ ENDORSEMENTS: _____

EDUCATOR NAME _____ SUPERVISOR _____

GOALS	CATE REFERENCE	TIMELINE	DOCUMENTATION EVIDENCE	DATE OF CHECK	INITIALS

EDUCATOR SIGNATURE _____

SUPERVISOR SIGNATURE _____

DATE _____

DATE _____

CONWAY PROFESSIONAL EVALUATION SYSTEM

FORMAL OBSERVATION FORM

EDUCATOR _____

OBSERVER _____

TEACHING ASSIGNMENT _____

DATE _____

OBSERVATION NUMBER _____

TIME: From _____ to _____

OBSERVATION SUMMARY:

COMMENTS and/or SUGGESTION:

EDUCATOR'S COMMENTS:

SIGNED _____
(Educator)

SIGNED _____
(Supervisor)

DATE _____

DATE _____

(SIGNATURES INDICATE THAT THE OBSERVATION HAS BEEN MADE AND SHARED. THE EDUCATOR'S SIGNATURE DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE OBSERVATION.)

1 COPY TO EDUCATOR

1 COPY TO OBSERVER

1 COPY TO PERSONNEL FILE

CONWAY SCHOOL DISTRICT
PROFESSIONAL EVALUATION SYSTEM
INFORMAL OBSERVATION FORM

EDUCATOR _____

DATE: _____

LOCATION _____

TIME: _____

OBSERVER: _____

OBSERVER SIGNATURE _____ **DATE:** _____

APPENDIX A

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name: _____

Position: _____

Date: _____

PLANNING AND PREPARATION	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license				
Component 1b: Establishing goals for the therapy program appropriate to the setting and the students served				
Component 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines				
Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district				
Component 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
Component 1f: Developing a plan to evaluate the therapy program				

Comments: _____

Points Earned: _____
Total Possible Points 18

THE ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Establishing rapport with students				
Component 2b: Organizing time effectively				
Component 2c: Establishing and maintaining clear procedures for referrals				
Component 2d: Establishing standards of conduct in the treatment center				
Component 2e: Organizing physical space for testing of students and providing therapy				

Comments: _____

Points Earned: _____
Total Possible points 15

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name:

Position:

Date:

DELIVERY OF SERVICE	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Responding to referrals and evaluating student needs				
Component 3b: Developing and implementing treatment plans to maximize students' success				
Component 3c: Communicating with families				
Component 3d: Collecting information; writing reports				
Component 3e: Demonstrating flexibility and responsiveness				

Comments:

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Collaborating with teachers and administrators				
Component 4c: Maintaining an effective data-management system				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality				

Comments:

Points Earned _____
Total Possible Points 18

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name:

Position:

Date:

Evaluation Summary *for office use*

Percentage Score: _____

Total possible points (81)

0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

ANNUAL SCHOOL THERAPEUTIC SPECIALIST EVALUATION FORM

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX B

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.